MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title:	**Critical Reading Skills**	**Submitted By:**	**Jane Gilness**
Semester Course Prefix and Number:	**READ 1455**	**Approval Date:**	
Old Quarter Course Prefix and Number:	**READ 101**	**Revision Date:**	**Feb. 2002**

Number of Credits:	**2**	**Number of Lecture Credits:**	**2**
Semester(s) Offered:		**Number of Lab Credits:**	**Number of Lab Hours:**
Negotiated Class Size:		**Number of Studio/Demonstration/Internship Credits:**	

Course Purpose Code:

_____ **0 –** Developmental Courses
_____ **1 –** Non-transferable, General Education
_____ **2 –** Technical course related to career programs
_____ **3 –** College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
__X__ **4 –** Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
_____ **5 –** Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
_____ **9 –** Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:
This is a course designed to help students master college-level reading materials. The assignments are taken from all academic levels. The reading skills emphasized are fundamental to intelligent reading of college level material including literal and inferential comprehension, making connections, understanding figurative language, and evaluating ideas. Multicultural reading selections are assigned to provide class participants the opportunity to recognize and share the concerns and experiences of ethnically diverse Americans.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s):	CPT score of 72 or "C" or better in READ 0082 (Or previous course READ 098)
Reading Prerequisite:	None
Composition Prerequisite:	None
Mathematics Prerequisite:	None

Career Programs and Transfer Majors Accessing this Course:

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

0. **X** None
6. _____ The Humanities and Fine Arts

1. _____ Communications
2. _____ Critical Thinking
3. _____ Natural Sciences
4. _____ Mathematical/Logical Reasoning
5. _____ History and the Social and Behavioral Sciences
7. _____ Human Diversity
8. _____ Global Perspectives
9. _____ Ethical and Civic Responsibility
10. _____ People and the Environment

Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:

Goal I – Communication

To develop writers and speakers who use the English language effectively and who read, write, speak, and listen critically. As a base, all students should complete introductory communication requirements early in their collegiate studies. Writing competency is an ongoing process to be reinforced through writing-intensive courses and writing across the curriculum. Speaking and listening skills need reinforcement through multiple opportunities for interpersonal communication, public speaking, and discussion.

Students will be able to:

a. Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
b. Locate, evaluate, and synthesize in a responsible manner material from diverse sources and points of view.
c. Construct logical and coherent arguments.

Goal VII – Human Diversity

To increase students understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

Students will be able to:

a. Understand the development of and the changing meanings of group identities in the United States' history and culture.
b. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
c. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
d. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

Student assessment methods:

Individual writing assignments, small and large group discussions that include writing assignments, essay exams. In addition, points for attendance, all quizzes, and individual/group assignments will be given a point value. The number of points accumulated will be divided by the total points possible and will be converted to a letter grade.

Use of instructional technology (includes software, interactive video and other instructional technologies):

Outline of the major course content:

The classroom format incorporates both large and small group instruction as well as individual assignments. Classroom activities will include the examination of various reading assignments taken from the textbooks used at the Mesabi Campus.

"Efficient Reading I" offers a step-by-step approach designed too help students improve their reading skills in the following nine areas:

1. Vocabulary skills development and building personal vocabulary
2. Defining the terms General and Specific
3. Finding the topic and the main idea
4. The function of supporting sentences
5. Other sentence functions
6. Identifying different types of paragraphs
7. Reading longer selections
8. Reading a textbook chapter
9. Note taking techniques

Additional special information (special fees, directives on hazardous materials, etc.)

Transfer Information: (Please list colleges/majors that accept this course in transfer.)

Approvals:

Body	Representative Signatures	Date

Curriculum Committee		
Faculty Association		
Meet and Confer		
Chief Academic Officer		

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair